The Educational Weekly.

THE EDUCATIONAL WEEKLY.

THE UNION OF

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THE ILLINOIS SCHOOLMASTER, *Illinois.*
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Editorial.

ALL who desire to aid in extending education to every part of the country will find an excellent opportunity to do so in the hearty support of the Bureau of Education at the national capitol. It is not necessary here to recapitulate the work it has performed since its establishment ten years ago. Its extensive correspondence with every portion of the country, and with the governments of all civilized nations; its invaluable and exhaustive reports, and its circulars of information so widely disseminated, tell their own story. Its recent volume on the Public Libraries of the United States would alone justify not only the entire cost of the Bureau, but a liberal extension of its means for usefulness. The best educational thinkers and workers of the country are in full sympathy with it. It has repeatedly received the highest commendations of foreign governments. It furnishes the only comprehensive means of accumulating and disseminating information upon the vital subject of education that we possess as a nation. There are the strongest possible reasons, therefore, why it should be encouraged and strengthened. The people need light. Education can never be too wisely administered nor too generally diffused. There is no danger of any glut in the market. Every available means for promoting it will always be in order. The Bureau is a prime necessity. Its value, too, depends largely upon the extent of the distribution of its favors. Hence, the most liberal provision ought to be made for the publication and dissemination of its annual reports, circulars, and other documents.

But there is, in certain quarters, a lamentable lack of appreciation of its great benefits, and consequently of that moral and material backing which is so indispensable to its highest usefulness. In Congress its appropriations still encounter the most determined hostility. There is also a discreditable indisposition to authorize the publication of an adequate supply of its reports. The opposition comes in the main from just those portions of the country most in need of its ministrations. This fact is made evident in the action of certain committees in both houses on tne resolution of Mr. Cutler to print 30,000 copies of the Report for 1876. The resolution seems to have been approved by the Committee on Education and Labor, but Mr. Vance, of the Printing Committee, insisted upon cutting the number down to 15,000 copies. In this shape the resolution passed the House, and went over to the Senate, where Mr. Saulsbury, of the Printing Committee, doggedly demanded a further reduction to 9,000 copies. Senator Anthony, on the same committee, was willing to concur with the action of the House. Efforts were made by Mr. Cutler and others to induce Senator Saulsbury to waive his objection, especially as his amendment would send it back to the House too late for concurrence. But that high toned statesman refused to yield. Loaded down with this amendment, it went back to the House, and under the heavy pressure of the closing hours of the session it failed to pass entirely.

Now just here the friends of education ought to make their influence felt. Our national Congress ought to be made aware that the schoolmaster is an active aggressive power in the land. The schoolmaster ought to be able to prove that he is such. Our statesmen ought to be taught that they have no duty paramount to that of providing for the enlightenment of the people in respect to the one great source of enlightenment, general education. They ought to be compelled to see that necessary aid withheld from this work is simply national self-stultification and disgrace. As well may we let the fountains dry up, and still expect our water courses to furnish the needed power for the revolving wheels and spindles of industry. That style of statesmanship which delights itself in stinting the essential aids to intelligence is not a commodity that will long pass current with the American people. If the active friends of education will simply unite in asking, if need be urging, that the Bureau be liberally supported; that it be supplied with the means to do its work thoroughly, promptly, and well, and that its reports and other publications be printed in quantities sufficient to meet all legitimate demands, there is no doubt that the request would be granted. The practical difficulty in the way seems to be the lack of united and persistent effort in this direction.

If the local and general associations of educators at their annual meetings would bear the interests of the Bureau in mind, if they would give expression to their wishes in the form of memorials addressed to Congress, if individual teachers and superintendents would occasionally refer to this topic in the local papers, an intelligent public sentiment would soon be created that would both demand and sustain such action in Congress as may be necessary to insure the highest efficiency of this important national agency in our educational work. No thoughtful person can fail to see that national aid and encouragement are indispensable in the work of extending the common school system to all the destitute places of the land. The magnitude of the undertaking is so great, and its importance and urgency are so evident that it is vain to expect that the task will be accom

plished by state action alone. We trust that the inalienable right of petition will be fully exercised at the next session of Congress, and that in the meantime, our educational organizations will give to this and kindred topics a prominence in their discussions commensurate with the importance of such subjects. Would it not be well for the school journals throughout the country to bear these things in mind, and assist in keeping them before the people.

The WEEKLY aims to aid and encourage all honest and earnest workers in the educational field, as well as to entertain and instruct that large class of citizens who, although not engaged in the work, have, or ought to have, an abiding interest in it. The schools of this country will never be made capable of doing their best until the labors of able and skillful teachers within them are supplemented by the intelligent and hearty support of the people outside of them. Education is emphatically a coöperative work, whether viewed in its relations to teacher and parent, or teacher and pupils. The more hearty the coöperation the better the results. This truth cannot be too often repeated, because it cannot be too deeply impressed upon the minds of all. The better the *quality of the work done in the schoolroom*, as a general rule, the more cordial will be the coöperation without. Hence we are glad to do all that can be done through the agency of the printed page, to improve the quality of the teacher's labors. To this end we begin in this issue a series of practical articles on Dictation Drawing, prepared by Prof. L. S. Thompson, Superintendent of Drawing in the Sandusky public schools. Prof. Thompson has had a long and successful experience in this important department of education, and we feel assured that his articles will be cordially welcomed by the readers of the WEEKLY.

READING.

WE once taught a village school on the line of a canal! It was before the days of graded schools, and when the village was too large to allow one teacher to do justice to the large number of pupils, and too small to be willing to employ two. Hence eighty or more young people, from the age of four to the age of a packet driver, and "big girls," were crowded into the little ill-contrived house, and a green boy of twenty was put in the midst to "keep school."

One thing the boy teacher soon found out; scarce any of his older pupils could read, if reading is conveying the sense of a printed page to a listener. (Indeed, he learned many other things, some of which linger not too pleasantly in his memory). But what to do about the reading was one of the grave questions. The "big girls" would not, and the "big boys" could not read intelligibly. The girls would read so fast and pronounce so indistinctly that no one could tell what was read. The boys would read so blunderingly, and so mispronounce the words and mumble the sounds that no sense was either received or given out by them. Again, scarce any two had the same book.

A new departure was taken. At three and a-half o'clock each day, all the small children who wished were allowed to go home. Then the older pupils "chose sides" to read. When the opposing sides had ranged themselves on opposite sides of the house, No. 1 on side A read a sentence. No. 1 on side B repeated what he heard, or understood! If No. 1, A, happened to be a girl, No. 1, B, probably heard only an inarticulate jumble of rapid sounds. These were reflected with faithfulness. No. 1, A, was to repeat the sentence till No. 1, B, gave it back in an approved style, the teacher simply acting as umpire to secure fair play. When No. 1, A, had had his turn, No. 1, B, made trial, and No. 1, A, responded. In this manner the reading proceeded for the half-hour, passing from one to another down the class. Of course the plan was a delicate one to manage, and there were not a few tears shed, and some hard feelings stirred up. But on the whole the plan succeeded, first, in showing them exactly what their reading sounded like, and in due time in giving them such command of their organs as to read intelligibly. No pupil save the one reading knew what he was to read, and he had the liberty to select just as simple or just as difficult sentences as he chose. The plan was kept up through the term, and worked quite a reformation in the reading. O.

WHO OBJECT TO THE SCHOOL TAXES?

HAVE you ever taken the pains to observe who they are who do the demagogue's work of crying retrenchment, with reference to our school expenditures? There was in a certain city a certain "economy and reform" movement in the interests of which the citizens were invited to gather and listen to the harangues of this class of men with reference to the fearfully oppressive taxes under which they were struggling. This thing had gone on for some time, and quite a number of this sort of meetings had been held, and no little capital was being made out of those who have votes by those who wanted to control them. One evening, when such a meeting had been called, a few of the real taxpayers of the city thought it was time that they had a word in; so several of them went into the meeting. (It happened that in that city about twenty men paid half the taxes assessed in the city, and these men were of that twenty). When the meeting waxed warm, one of these men arose and said something like the following: "Fellow citizens, has not this matter gone about far enough? We have been hearing no small outcry for some time past about the burdensome taxes, and the need of retrenchment and reform. The special point of attack has come to be our excellent public schools. Fellow citizens, I am not a speech-maker, as you know; but there are a few facts that I think ought to be stated just now and here. They are not pretty things to say, but they should be said. You are met here to raise an outcry about burdensome taxes. Why, look around this room. The men who constitute this meeting are not the men who pay the taxes. Most of you don't pay any taxes at all, and all of you do not pay enough to make a man poor or rich. It is not the men who pay the taxes in this city who are making this outcry against our public schools on the ground of their cost. The men who pay the taxes are willing to pay them, and feel that they receive back a full equivalent. You in this room who are raising this outcry are the very last men who ought to do it. I pay more taxes in this city than all of you put together, and have not a child in the world to educate. You have many children who are being well educated at my expense. Were you to pay ordinary academic rates for the education of half your children to the extent that you are having them educated, the bills would be many times as much as all your taxes. Why, then, are you crying out about the burden of the tax to support these schools? Again, you are especially spiteful at the High School, and with as little or less reason. The High School is especially the poor man's friend; it gives to the sons and daughters of the poor opportunities for a broad and liberal culture, which they could not otherwise command. Nevertheless, the cry is that these schools are especially schools for the children of the rich. This is absurd. The men of real

wealth in this city could send their children away and educate them at much less expense than they could support these schools, in which all our children are educated together. But if it were as you claim. If I had a daughter whom I wanted to educate, and preferred to have her educated at home, *I claim it as my right that the public schools of which I am bearing so large a part of the expense, should be so organized that my daughter and such as she can be educated thus at home.* It may be that it can be shown that $50 a year is being paid for the education of my daughter. But please remember that I pay that $50, and several more for the education of your children. Moreover, I pay my hundreds, year by year, for an indefinite period; while even on your hypothesis I have devoted to the education of my daughter $50 a year for four years." The war against the High School did not issue in victory in that city.

The writer once had charge of a system of city public schools. He was connected with them for five years. If his memory serves him, at five annual meetings a certain lawyer of wealth who never had a child always moved the voting of the entire amount asked for by the School Board, and a certain well-to-do merchant, who was an old bachelor, seconded the motion. Now, it will be instructive to observe narrowly where the cry against high schools, on account of their expense, comes from. It has not been our observation that it comes from men of breadth of mind and business sagacity sufficient to have made them the men of wealth in the community. O.

DO AMERICANS LOVE LEARNING?

AMERICANS rightfully enough boast of the sacrifices which they voluntarily make for education. Their school taxes are immense. The sums paid for magnificent school houses, and for teachers' wages, are greater than the entire cost of the governments of our states. Donations for founding or endowing colleges, public libraries, and museums, reach into the millions. And yet it has been questioned whether at bottom the American people really believe in education. It is the fashion to praise education and to pay large sums for it. Towns and cities vie with each other in building school-houses and counting up school attendance, as old-world monarchies vie in standing armies, or savages count scalps. It is a popular platitude that education is important to the safety of the republic. But there are many facts which cast discredit on our professions, and render it doubtful whether we as a people have any deep and intelligent convictions upon the subject.

1. We evidently care for the schools more than for the scholarship. We point with pride to our costly school buildings and our liberal school taxes, but wink hard over the poor and meagre scholarship which these schools oftenest turn out.

2. Even our statesmen sometimes refuse to allow the more liberal scientific and practical studies to be introduced into the public schools, and vote to confine the instruction to the three R's, or to the merest elements of learning.

3. Our leading business men, and too often even our professional men, discourage young men from the pursuit of liberal learning as needless, if not dangerous, and advise them to enter upon business or upon professional studies without delay.

4. Scholarly men, unless they write a book, make some brilliant discovery, or get rich, are counted as being mere bookworms, under a load of book knowledge which hinders rather than helps them. The fit few doubtless appreciate the finer sense, the broader knowledge, the more logical thought of the trained scholar, but to the average American, the education which serves only to shape the character, and sweeten and guide the life of a private man, is worthless.

5. In public men, scholarship is regarded as of little consequence. An uncertain amount of common sense, some shrewdness in management, with immense audacity and pluck, are believed sufficient to make a good enough statesman. A man totally ignorant of history, political science, and law, and without literary training or power, is voted for as quickly for Congress, or even for the Senate, as a Webster or a Sumner. Does not all this show that, however much we delight in schools, as a people, we despise scholarship?

6. Scarcely a year passes that attempts are not made to tear down the school system under pretense of amending the laws. Onslaughts are made upon the normal schools, the county superintendents, the high schools, and every other feature which helps to lift the system above the lowest level of the poorest common school.

7. Reforms of the highest importance, and such as have gained the approval of the most capable and experienced of educators and publicists, are doggedly resisted if they abridge the power of the populace, or change the course of school expenditures. The township school system, proved and approved as the best American school system yet tried, has succeeded in working its way into only three or four of the states, and partially in several others. The county superintendency is, in most of the states where it exists, hampered with such provisions as prevent the selection of the best men, and forbid them both pay and power for good and sufficient work. School libraries and apparatus, the cheapest of all the agencies of instruction, are refused entirely to the majority of schools, and are left without adequate public resources everywhere.

If these facts do not disprove the genuineness of our boasted love of education, they at least show that we do not love it wisely. It may be replied that the real love of learning is confined to the intelligent few, and that the unintelligent many follow the fashion. And it is also probable that much of the distrust of higher learning is simply distrust of schooling to which true education answers as harvests answer to farming. The farming may be unskillful, or the barren soil and unpropitious season may make even the best cultivation of little avail. Schooling is not education, but where schooling is abundant, education will follow. We may therefore certainly hope to see our American love of schools lead some day to a true love of broad, sound, and liberal learning. G.

DRAWING FROM DICTATION.

I. INTRODUCTORY.

Prof. L. S. THOMPSON, Sandusky, Ohio.

BEFORE beginning a series of lessons in Dictation Drawing, it has been thought best to define several different kinds of drawing. Of late, the word drawing is frequently qualified by other words, depending somewhat on the instruments used, the manner of execution, and the objects to which it is applied. We have Free Hand and Instrumental Drawing; Drawing from Copy, from Memory, and from Dictation; Model and Object Drawing; Geometrical, Perspective, Mechanical, Industrial, and Artistic Drawing, etc.

Free-Hand Drawing is not a particular kind of drawing, but only a *method* by which many different kinds may be executed. Any drawing done with the pencil, or other marking implement, and the hand, without other instruments, or measures of any kind, is Free-Hand Drawing.

Any drawing done with the ruler, compass, square, or any similar instruments, is *Instrumental Drawing*.

Drawing from Copy is the copying or imitation of another drawing.

Any drawing that is executed from memory, or the remembrance of something drawn or seen before, is called *Memory Drawing*. It may be either free-hand or instrumental.

Dictation Drawing, whether free-hand or instrumental, is the translation of written or oral words and sentences into the language of form. A written or oral description of certain lines and forms is placed before the pupil, who is expected to reproduce them without seeing anything to copy from.

Model and Object Drawing is applied to the drawing of geometrical solids, such as the cube, the various prisms and pyramids, the cylinder, cone, and other regular solids; also to all irregular bodies.

Geometrical Drawing is the working out without ruler and compass such geometrical problems as are frequently found in text-books on geometry.

Perspective Drawing explains how real objects may be represented on a flat surface as they appear to the eye.

Mechanical Drawing, technically called Orthographic Projection, explains how to make "working drawings" (plans and elevations) for houses and all kinds of machinery.

Industrial Drawing is that which is required in the practice of the different trades and branches of manufactures. It pertains to the ornamention as well as to the construction of all manufactured articles.

By *Artistic Drawing* we generally mean that which pertains to the fine arts, as painting, portrait and landscape, sculpture, the drawing of the human figure, etc.

We now purpose to give some lessons in Dictation Drawing suitable for the public schools, from the lowest to the highest grade. We have selected this method of drawing for several reasons: We think we can make ourselves understood with but little expense for engravings; it is a subject but little understood even by many who teach drawing; teachers find but little time to make up suitable exercises of this kind, and but few exercises are found in text-books; it is a method of the greatest importance as pertaining to drawing as well as the cultivation of language.

No more direct means can be used for the cultivation of the power of attention than the practice of Dictation Drawing. The student *must* give attention to the language of the teacher or he can do nothing. That kind of drawing which demands the most thought is the most interesting as well as beneficial. The pupil *must* conceive the line or form in his own mind before he can reproduce it. This kind of practice enables one "to see into space." This power enables a mechanic or artisan to see the form he would produce in the rude material upon which he works. By this power the wagon-maker sees the axle-tree and other parts of a wagon in the wood from which he makes them; the potter sees the beautiful vase in the clay before him; the stone-cutter sees the chaste form of the Ionic or Corinthian capital in a stone; and the sculptor the statue in the unshapely block of marble. When it is remembered, still further, that mechanics are required to make drawings, not of actual things, but of things that are yet to be made, it will be seen that Dictation Drawing is of the most practical kind.

Again, as a means of cultivating exactness in the use of language, no school-exercise can be better. The teacher must use language that is unequivocal, and the pupil must grasp the true meaning or he fails in his drawing.

THE NORTHERN NIGHT CLOCK.

Prof. L. F. M. Easterday, Carthage College, Illinois.

VERY much every-day astronomy is unconsidered; and very much more astronomy is unduly considered every night. The mariner finds upon the sky a faithful record of his time and place for every instant of his life upon the sea. Possessed of the ability accurately to read the record, he launches forth with confidence and the promise of success. Whilst this record is as free to those upon land as to those upon sea, it does not seem to be used with equal freedom by these two classes of earth's inhabitants. It is true that the one class is not so dependent upon these readings as is the other; yet it is as true that certain simple astronomical principles may be used with advantage by the humblest laborer as, far into the night, he continues his toil.

The matter in mind at this writing, Mr. Editor, is what I am pleased to call The Northern Night Clock. Anciently much use was made of the readings of the stars in determining the time of night. Euripides, who lived in the fifth century B. C., makes a character in one of his tragedies to ask the time in this form: "What is the star now passing?" The answer is: "The pleiades show themselves in the east; the eagle soars in the summit of heaven." In these modern times the celestial clock is not so much needed as it was when shepherds constantly watched their flocks by night; and yet there is too much beauty and utility about this long-existing and well-tried natural timekeeper to justify our dismissing it as one of "the things that were."

The scheme I propose to present is one that has found its way into my mind in the last few days, and is one whose development has afforded me much satisfaction. I think, too, that it is probably an improvement upon any method used even by the wise men of the east for obtaining similar results.

It is not difficult for any one who is acquainted with the points of the compass to pronounce with a degree of accuracy upon the time of day from a single observation upon the sun. Great accuracy is attained in this by those who regard both the six o'clock hour circle and the meridian as bases from which to reckon. The six o'clock hour circle is the imaginary line running from the north celestial pole, which may be considered to be at the pole star, both through the east and the west points of the horizon, and continuing to the south celestial pole, which is as far below the south point of the horizon as is the north pole above the north point of the horizon. When the sun intersects this line in the east, whether it be above or below the horizon, the time is six o'clock A. M. When it is half-way between this line and the meridian, it is nine o'clock; and so on.

The time indicator to which I now call attention is hung up in the north, and upon nothing. The whole dial is constantly in view at night, except when obscured by clouds. The pivot around which the hand revolves is the north star. The hand is conceived to extend from this pivot through the two stars in the Big Dipper located farthest from the handle. These stars are called "the pointers," because they are sensibly in the same straight line with Polaris. They are also known as *alpha* and *beta* of Ursa Major. The hand moves from right to left—opposite to the direction followed by the hands of artificial clocks. The numbers conceived to be upon the dial run from 1 to 24. The 24 is upon the imaginary line running from Polaris, through the zenith, to the southern point of the horizon; the 6 is upon the line running from Polaris to the western point of the horizon; the 12 is upon the line running directly downward from Polaris to the northern point of the horizon; and the 18 is upon the line running from Polaris to the eastern point of the horizon. To the most distant of the two pointers from the pivot it is about 33 degrees. The dial is large, and the reading may be performed with very considerable accuracy. It may be an advantage to note the fact that the star at which the handle joins the cup of the dipper is one and a quarter hours behind the hand; and especially that the extreme star of the handle is two and four-fifths hours behind the hand. This is so nearly three hours that the star need be very little past one of the four fundamental lines previously mentioned to make the reading of the hand 3, 9, 15, or 21.

Now, whilst this clock, so fully jeweled with stars, is far from being equaled in regularity by any human contrivance; yet, keeping sidereal time, it runs too fast for us, gaining precisely 24 hours in a year. The problem, then, is to determine the correction to be subtracted from the reading of the clock for any given date.

The right ascension of the sun being the same as that of the pointers designating the hand of the clock on the fifth day of September, it is on that day that the clock is right. Since the clock gains twenty-four hours in a year, it gains two hours every month, and, practically, four minutes every day.

Inasmuch as my exposition of this centennial clock is more lengthy than the editor prefers to publish in a single number of the Weekly; and inasmuch as he has gently requested me to hit upon a place where I can "end up and begin over again," I gracefully comply, deciding upon this as the unhappy central point, and assuring the reader that the clock will, in the meantime, continue to run, and that the article is "to be continued next week."

NEW YORK NORMAL SCHOOLS.

Jerome Allen, Geneseo, N. Y., State Normal School.

NEW YORK Normal Schools are certainly between two fires, and if they live it will be because they are fire-proof. Their out-spoken enemies demand their entire abolition, and the arguments they use are almost as numerous as the persons who urge them. Among their friends we reckon the *New England Journal of Education*, still it has a "mixture of doubt and faith in reference to their comparative merits," and it has a "feeling that the real normal system has not found its way into the New York system." The New York *Tribune* has always defended them, but it says they "fail to fulfill

the objects for which they were founded." THE EDUCATIONAL WEELLY ably defends the normal system, but it thinks that in the New York schools "academic departments are created that greatly overshadow the normal departments." For this conclusion the WEEKLY has quoted the language of our State Superintendent, who, although a professed friend of the system, in a recent report divided the total amount each school received, in one year, by the number of graduates during that year, and thus carried a most erroneous impression in reference to the total results of their work, for he made no account of the large number who remained in the schools for one or two years, without graduating, and then went directly into the district schools much benefited by the training they had received.

In the Legislature, the schools have been subjected to the most hostile treatment by a few determined and life-long enemies. Judge Ruggles, of Steuben County, was their leader, and from the violence of the assault, and the fact that so many unfounded statements were made, the opposition reacted in favor of the schools, so that when the final vote in reference to the usual appropriation of $18,000 to each school was taken, *it resulted in 99 voting in favor of it, while only 16 voted against it.* To-day, no normal schools in the land stand on a firmer basis than those in New York. No schools are so truly normal, none devote themselves more thoroughly to their appropriate work, and none send out better young men and women, not only to the state educating them, but into almost every state and territory in our land. As no schools are perfect, so the New York normals may be improved, but in their work and plan, they are as intelligently professional as any normal schools in the world. The remarks apply to all the schools except Albany, viz: those at Potsdam, Cortland, Oswego, Geneseo, Brockport, Fredonia, and Buffalo. Albany, although the oldest, is the least professional of all; has the shortest course of study, and is not in close sympathy with the rest. It is under the control of the Board of Regents, as well as the State Superintendent, while the Regents have nothing to do with any of the others. In the seven other schools, the courses of study are the same, the principals have frequent meetings, and the effort is to make them as nearly alike as possible in management and instruction. It can easily be seen that seven such schools, amply supported by the state, manned by as thorough a body of teachers as the United States can afford, all working in perfect harmony, must be a mighty educational force in our land.

But has the "real normal system" found its way into them? What can be said of their comparative merits when placed in the light of other schools? Have they failed to fulfill their mission? Do their "academic departments overshadow the normal departments?" These are questions we shall try to answer. In some of the schools academic pupils have been admitted into the normal classes already formed. The method of teaching is the same as though they were not present. They have not been required to study "methods," or teach in the training department, while they have been required to pay tuition. Their presence is no detriment, while in some respects it has been decidedly beneficial to the normal pupils, but as they will hereafter not be permitted to attend, further remark concerning them is unnecessary.

The great and single aim of the schools is to make teachers, and to this end all their efforts are directed. Large practising schools are connected with each of them, in which all parts of a graded school may be studied. All the teaching of these elementary scholars is done by the normal pupils, and no one is allowed to graduate without having taught successfully for at least a year, and in some cases a year and a half, under the critical eye of one or more assistant teachers employed for that purpose. Each pupil has a class assigned to his particular care, for a sufficient time for him to enable him to fully work out definite results. Now, it is very reasonable to conclude that no pupil can go through this long continued drill and criticism without receiving great good.

Before this discipline is given, as well as during its progress, pupils are required to spend a year in the classes of the method teacher, studying carefully and analytically the manner of teaching the various branches, preparing written outlines and having constant practice before the class. All of this work is strictly professional, but in addition it has been found necessary to study in a thorough manner all of the various branches pursued in a graded and high school. It is impossible to require teachers to instruct in those branches of which they are ignorant, or to learn the method of teaching those studies which they have never thoroughly pursued. Did all those who apply for admission into our normal schools come well prepared, this work would be unnecessary, but by far the larger number are deficient in a thorough knowledge of even the elementary branches. The schools have been forced into this work which seems to be somewhat academic, and it must be confessed is to some extent in that direction. But how can it be avoided? Teachers must know the subjects before they can be expected to teach them, and if they come to us unprepared, we have only one course open, viz.: prepare them. This we have been doing, and because we have our enemies oppose us. They complain now because we graduate so few; how much less would the number be if we should refuse to admit only those who are prepared before being admitted. This course has been faithfully and carefully pursued in all the schools named, and from a large experience, and a somewhat intimate acquaintance with other schools of the same character, we have no "mixture of faith, or doubt," in reference to its merits; nor have we the least doubt that it is the "real normal system." Many minor faults will be corrected as the years pass on, but all may rest assured that in the great work of training teachers for our schools, nothing will turn us aside from that course which seems at once necessary and philosophical. In all the classes, in all the schools, reference is constantly made to the work of teaching in addition to all other work required, and pupils are frequently called upon to illustrate how they would teach a certain principle.

Although a little less than a thousand graduates of normal schools are found in New York schools to-day, it is also true that 95 per cent. of all who have received our diplomas are either now teaching, in this or other states, or have taught, at least, as long as they attended our schools. There is almost no exception to the rule that all of our graduates enter the school-room immediately after graduation, or as soon as they can find suitable positions.

It is hoped that this plain statement of facts will convince all the friends of education who read it that we are nearer right than we have been supposed by some to be.

CHAIR OF DIDACTICS IN THE STATE UNIVERSITY OF IOWA

Prof. S. N. FELLOWS.

NORMAL instruction has been given in this institution since 1855. During the first ten or twelve years, the chair formed practically a normal school, with a model school and other usual appliances. At that time the University itself was largely engaged in preparatory work. Believing that it was inconsistent with the high aims of the University to give such elementary normal instruction, its grade was gradually elevated, until, in 1872, it was resolved to transfer all elementary normal training to such normal schools as might be established in the state, and reserve to the University only such instruction in didactics as is appropriate to an institution of highest grade. This was consummated in 1873. By this action didactics was made an elective study during the senior year, and only such collegiate seniors as intended to teach, and special students who were qualified to be classed with them, were permitted to enter the class. It was also provided that those who completed the professional course in a satisfactory manner, on receiving the degree of A. B. or B. Ph., would also receive a certified testimonial of qualification as teachers, and after two years of successful teaching, might receive the degree of Bachelor of Didactics. Realizing the need of a professional degree, this was selected as an initiative, until a degree indicating similar attainments shall be generally adopted.

In establishing a chair of didactics *of this grade*, we ventured into an important but hitherto an almost unoccupied field. The following results have been observed in our brief experience. Over one third of the successive senior classes have elected didactics as a study. Nearly all of these had previous experience in teaching. They entered the class with a culture, an experience, and an enthusiam that have made their instruction a delight. A larger number of our graduates have entered the profession of teaching, and with greater success. The bond of union between the University and the high school is strengthening. In order to show the appreciation of this instruction by the graduates after subsequent experience in teaching, the following is submitted:

Superintendent S. writes: "I attribute whatever of success I may have achieved since leaving college to the theory and practice I there and then studied and afterwards tested. I have been much gratified to see the success that has attended the normal graduates, for I think their success has been noteworthy."

Superintendent G. writes: "To the young teacher, this course, or a similar one, is indispensable. It supplies what would require years of experience and perhaps many failures to obtain. This course has greatly assisted me in organizing and grading my schools. But it is still more valuable in that it not only tells the teacher how to *begin* his school-work, but how to lay the foundation for successful experience."

Principal S. writes: "At the beginning of my work in graded schools, I am confident that I was saved from many errors, both in my instruction and government, which at least would have been detrimental if not fatal to my success. In all the school work which I have done, I have found that the plan had been formed in my normal instruction, which needed only to be developed by experience."

Superintendent L. writes: "I hold the normal instruction received in the University in the highest esteem. If I have attained a measure of success, it was due in no small degree to the professional training it was my good fortune to receive before entering upon my work. It is gratifying to know that of those who have enjoyed the benefits of normal training at the University, many are occupying positions among the best in the state. The principles, hints, models, etc., given serve as guides, and enable the wide-a-wake teacher to solve all the problems that may arise."

Superintendent M. writes: "I have found the knowledge I gained in the study of didactics of much more practical value than all that I gained in the other departments during the same year. It has enabled me to avoid many difficulties, and helped me out of many others."

In concluding these articles, permit me to briefly recapitulate the reasons given for establishing *chairs of didactics* in colleges and universities:

1. It will greatly assist the graduates who, from their superior culture, will occupy chief places, and become *teachers of teachers.*
2. A reflex benefit will accrue to the colleges themselves, in the greater success of their graduates, and in improved methods of their own work.
3. Professional educational literature will be improved.
4. The development of a true science of education will be promoted.
5. It will be a deserved recognition by the highest educational authorities of the value and need of professional training for teachers of every grade.
6. Teaching will more justly merit the title of a profession.
7. Higher institutions will become more closely united with our public school system.
8. It will increase and widen the knowledge of the ends and means of education among those who, though not teachers, will hold high official and social positions.

Musical Department.

Editor, W. L. SMITH, East Saginaw, Michigan.

[Musical exchanges, books for notice, correspondence, queries, etc. touching upon musical topics, should be sent to the editor of this department.]

ROTE-SINGING.

THERE are now but few schools in which rote-singing is not practiced to some extent, and if careful attention be given to it, it may be made a very profitable exercise; otherwise, it becomes worse than useless, for great injury may be done to the voice and health of the children. Songs are too often used that were not written with any regard to the compass of children's voices, but which have become *popular*, probably, at Sunday School or temperance meetings; while each pupil is urged to sing with all the power of voice possible, and the one that can scream the highest, or the loudest, receives the greatest meed of praise. By such work as this thousands of our best voices, every year, are forever ruined; while others are robbed of that sweet, rich, pure, musical quality of tone so much to be desired, and instead are made, literally, "cracked" voices. "It is a well-known physiological law," says Supt. Wickersham, of Pennsylvania, "that the human muscles are weakened by either too much or too litte exercise. This law must be observed in training the vocal organs. It is equally well-known that muscular strength can be imparted only by the patient application of a well-graded, progressive series of exercises. Children's voices, too, are more limited in pitch and force than are those of older persons, and any vocal training conducted without regard to this fact will be hurtful." Two of the most important points, then, to be carefully guarded in all vocal exercises, are its compass and the power of voice required and used. If songs are indiscriminately selected without regard to the first of these points, while a few of the children may be able to sing them by straining their voices, others will give up in despair, and forever cease all efforts to sing, concluding that they cannot, because of the failure in their first attempts. Among youngest pupils the compass should never exceed the range from F (first space, G clef) to E (fourth space); while in more advanced grades the compass may be gradually extended downward to C (first line below). In the higher grammar grades, where two and three part songs are used, the naturally low voice may include tones still lower, if sung with ease, while the higher voices may occasionally introduce F (fifth line), or possibly G (space above). The teacher must use a little discretion in this matter, however, being careful, at all times, not to permit a pupil to attempt to sing a tone beyond the compass of voice that is perfectly natural and easy to it. Having selected songs of suitable compass, the teacher should next give attention to the force and quality of voice used by the pupils, never permitting them to sing *loud* or *harshly*, but a continued effort should be made to secure *softness* and *smoothness* of the tone from each one. If the pupils have been accustomed to sing in a boisterous manner, it may be that, at first, some of them will either cease singing or disregard the request, and persistently "break out" shouting. To correct this will be a matter of little trouble to the teacher of tact and intelligence, if music is made a *regular exercise*, in which all are required to participate, as they would in other exercises or recitatons. If this course is followed, it will not be long before the volume of sound will be all that may be desired, because of the more complete blending of the voices; while the quality will be of that beautiful, smooth, and agreeable character that cannot fail to please. The best of blessings may be changed into curses if we do not know how to use them; and if we would have vocal music remain in its proper place among the blessings of existence, loud, harsh, and expressionless singing should be forever banished from our schools, and every child taught to understand that the musical voice is an instrument of gradual development and growth of strength and beauty, but that, if injudiciously used, it may be very easily injured or lost forever.

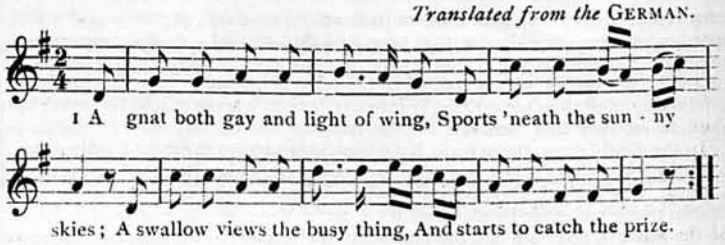
"That system of instruction in music is best which discards all superficial forcing for display, and commences at the beginning, thence progressing as fast as the capacity of the pupil will permit, and no faster; developing the voice by judicious encouragement and well-timed practice; perfecting the intonation of exercises selected to that end; improving the reading by slow and gradual steps;—in short, leading the pupil through the necessary routine of study by gentle, gradual, but sure progression, until the science becomes no longer a sealed book, nor its study a tedious course of drudgery."

Teachers' words should come from the head by way of the heart; clear, well considered, but warm and human.—*C. A. Morey.*

Kindergarten Department.

KINDERGARTEN GAME.

Translated from the GERMAN.



2. The gnat tries hard to fly away;
The swallow follows fast;
He catches it; ah, well-a-day!
The gnat has breathed its last.

3. A hungry hawk, high in the air,
Swoops down with rapid wing
To catch the swallow who would dare
To kill a gnat—poor thing!

4. The swallow then tries to escape,
The fierce hawk follows fast;
He catches it; alas, sad fate!
The swallow breathes its last.

5. Then slowly a bold hunter comes,
With powder, gun, and shot.
He sees the hawk, quickly he runs
And shoots it on the spot.

6. The hawk falls heavy to the ground
And moves and breathes no more.
"A stronger one can ne'er be found
Than I, the wide world o'er."

The children form a circle, joining hands. Four are selected to represent the gnat, swallow, hawk, and hunter. The gnat flies around in a circle, the child moving his arms in imitation of flying. It is soon pursued and caught by the swallow, and put outside the circle. The swallow then flies about till caught by the hawk in like manner. The hunter then comes with his gun and goes through the motion of shooting a bird. At the word "shoots" the children give one clap of the hands to represent the report of a gun. The hunter sings alone the last two lines of the last verse.

LECTURE BY PROF. HAILMAN.

AT the closing exercises of the Chicago Kindergarten Training School, under the direction of Miss Putnam, Miss Eddy, and Miss Jarvis, which occurred in this city, March 26th, Prof. W. N. Hailman, of Milwaukee, gave an address to the graduating class, which was replete with good thought forcibly expressed.

He expressed his gratification at the marked progress that kindergartening is making in the public favor, which, to him, who had been among the pioneers of the cause in the West, was doubly gratifying. He pointed to the fact that even Frœbel, the founder of the system, when casting about him for conditions more favorable to a full development of his ideas, had announced that these conditions were most favorable in the United States. This prediction, he said, is now about to be realized; the ice is broken, kindergartens are springing up all over the land; the public school authorities are beginning to feel the popular pressure, and to see its value; and—best of all—the people are calling for *trained* kindergarteners, discarding incompetence and quackery, and refusing to be humbugged in *this* work, at least—hence the success of the training-schools for kindergarteners, of which there are now several reliable ones in the United States.

After some brief remarks on the responsibilities which the ladies had assumed, he spoke to them of the many difficulties that awaited them in their work. Prominent among these difficulties are the superficial and perverted views on education among the people, as a whole, views that result from generations of false training, and which it will take generations to eradicate. It will be generations, he said, before the people will see and feel that the essence of wisdom is the *striving* for truth, not the possession of facts and the knowledge of phrases; that the essence of virtue is the *striving* for good-

ness, not in outward obedience to a certain code of laws and rules; it will be generations before the people will appreciate that "getting an education" means growing vigorous and strong in all directions; that it means accurate, careful thinking, rather than the stirring of the thought of others; a will, trained to do the right conscientiously, cheerfully, freely,—not a thoughtless, hypocritical way of "living within the law."

Additional difficulties he finds in the school as it is in its mass-teaching, in its consequent opposition to cheerfulness and to the display and growth of strong individuality, in its fondness for convenient, labor-saving routine work, in its all-absorbing regard for book-learning, in its self-satisfied conservatism.

Their greatest enemies, however, the ladies would find in themselves, in the evil results of their own perverted education, leaving taints and tendencies which never can be fully erased; he warned them against pedantry, machine-work, rule-discipline, self-conceit. Remember, he said, that you can be efficient guardians and guides of little children on the road to progress only as long as you yourselves progress; as soon as you cease doing this, you *prevent* their growth, instead of *aiding* it; you are a *curse* to them, instead of a *blessing*.

In conclusion, he advised them to work unitedly, and to keep their hearts free from professional jealousy and envy, to respect and aid every honest effort in the right direction; to remain true to the teachings of Frœbel, but at the same time, to strive beyond him where still greater truth is hidden.

His remarks were interspersed with many digressions on the laws of kindergarten culture, calculated to instruct the audience of interested mothers that attended the exercises.

After other exercises appropriate to the occasion, the following ladies received certificates of graduation: Miss A. E. Scammon, Miss Nellie C. Alexander, Miss Mary Spence, Miss Mary Junge, Miss Amy Knudsen, Miss Fannie Gilmore, and Miss Annie Prettyman.

Practical Hints and Exercises.

Editor, Mrs. Kate B. Ford, Kalamazoo, Mich.

BLUNDERS.

CHILDREN'S work is full of blunders. Sometimes they occur because of ignorance, but more often through carelessness they appear again and again, till the teacher's patience is sorely tried, and, to avoid trouble and ill-feeling, the failures are passed by.

Mathematical examples are brought into the class on the slate, or they are wrought on the blackboard with numerous mistakes in simple addition or multiplication; in fact, it is often the case that the lack of drill in the lower grades leaves the pupil to blunder, or compute in an extremely slow manner all the rest of his life. Now shall he go on blundering, or is it possible for the lacking discipline to come at a later time. We know that teachers frequently resort to this plan; they rest their pupils,—sometimes during recitation in the vexing branch, sometimes with the remainder of the school—by giving them to perform rapidly various simple arithmetical operations; adding by 3's, 4's, 7's, etc., afterward substracting the same, adding long columns of figures individually and in concert, or multiplying by numbers beyond 12.

These drills will cure by and by a certain class of errors, the one that brings the most grief in after life. Indirectly, too, learning exactness here will render the pupil more careful and discrminating in every way. There need be named but a few other mistakes. In high schools and college classes we have heard the following forms of expression go uncorrected: "The figures stand *under each other*," "The product of the extremes *equals to* the product of the means," "A hundred and forty" for *one hundred forty*. And the shapes letters and figures frequently wear are truly astonishing, the reason for such hieroglyphics being oftenest, "That is the way I always make a figure 9," or, "I have made my g's in that manner for years." But such truly logical arguments ought not to suffice for the exact instructor. He need not wear magnifying glasses. His sight, however, should be keen, his determination unflinching, and—I mention this because it is so excellent an accompanying quality, not because it logically belongs here—his good nature and kind feelings should be without height or depth or bounding line.

Often the signs indicating dollars, bushels, pounds, etc., are written or omitted, just as the fancy or memory of the pupil dictates. Decimal points are visible or not for the same reason, and we know of no other method but every day to require all examples and parts of examples to be complete as to sight and sense; all exercises written to be so clear and correct, that they will bear witness for themselves that their record is true. In short, the fewer interpreters we are compelled to employ, the more satisfactory is the matter we present. There can be no reason why an exercise in composition should be criticised rhetorically, grammatically, and orthographically, and the same writer be permitted to place sentences on the board destitute of pauses, wrongly capitalized, and full of bad spelling. If teachers can have the perseverance necessary to plod along on the uneven, disagreeable road of explanation, correction, and the inevitable frowns and groans, his journey afterward will be all the more pleasant. It is doubtless unpleasant at the time for the pupils to be criticised closely and constantly, but there is no royal road to learning, and, sooner or later, we are all forced to learn this by experience. It is line upon line, precept upon precept. Here, as everywhere else, "Duty is a prickly shrub," but its flowers will be happiness and glory."

It is possible that in our efforts to make school attractive and pleasant, we are leaning too far in that direction, and are not requiring enough to be done as regular daily duties.

SCHOOL RECORDS.

IT would seem that there should be no need of saying anything in favor of school records.

All the schoolmasters agree that any reasonably extensive business venture, without a well-ordered record of its transactions,—well kept books, would probably, sooner or later, make a poor showing for "stock." Business men now-a-days do not, as it is said they did at 'Kaskia in the days previous to the advent of Clarke and his "Long Knives," intrust important items to memory, but, business-like, put things in black and white. The average schoolmaster does not claim to be a man of business, and seems to think it not worth while to record his "something attempted, something done."

In our larger schools the utility and necessity of records is recognized, and they are generally carefully kept. But in the smaller graded, and in the ungraded schools, anything in the way of a record is seldom found.

If it were asked *how* records are useful and necessary, it might be easy to show that in the hands of a judicious teacher they become an important auxiliary in the discipline and progress of a school, affording valuable information as to its character and success. They presuppose system, and system is the great economist of time and labor. They aid the school authorities in their supervision, especially in making promotions, and in preparing their reports to be embodied in the statistics required by law. They aid the teacher in his work, and it is, therefore, a duty which every teacher owes to his successor, to leave to him an intelligible record of what has been attempted, and what accomplished. They exert a beneficent influence upon pupils. Young America is not totally indifferent to the character of his record.

No school or system of schools, however small, should be without its record of facts that are of practical value and general interest, kept in a manner as simple as is consistent with real utility. It is essential that facts relating to attendance, deportment, and scholarship, being particularly designed to aid the teacher in his work, should be made matters of record.

Probably one reason why so little is attempted in the way of keeping records in our common schools is, that no simple, popular plan has been suggested. The systems published, often comprising many peculiar and intricate forms, are too complicated. But the fact of having something to record ought to suggest a plan by means of which the matters to be shown may be made plain to successors and school officers. In a well-graded school, where there is a regular course of study, the task is comparatively simple, and in the common country school, having little in the way of regularity, no course of study, it is not difficult. Let a clear statement of what has been attempted be made. On a few sheets of paper neatly ruled may be shown the standing in attendance, deportment, and scholarship of the members of the different classes. The teacher who takes pains to leave such a common-sense record to aid his successor will leave with it a better impression as to the quality of his work.

The teachers of two or three counties in Illinois have "resolved" to keep and leave records of work done. Is it not a good thing to do all along the line?

To show how much *reform* is needed in some localities, in a good-sized town, not long ago, the board of education was called upon to report to the township treasurer certain facts relating to their school enrollment, attendance, etc. They had no intelligible record. The schedules could not be found, so it may be supposed they proceeded as did the old astronomers in finding the distance to the moon,—guessed at the half and multiplied by two.

H.

EDUCATIONAL INTELLIGENCE.

Editor, HENRY A. FORD, Kalamazoo, Michigan.

Home.

ALABAMA.—The Roman Catholics have opened forty Mission-schools for freedmen in this state, Georgia, and Louisiana. In them colored children are educated free.

CALIFORNIA.—A committee of the San Francisco Board of Education expresses the opinion that a city and state which, twenty-five years ago, was inhabited exclusively by a Spanish-speaking population, and which even now is the most convenient post to several Spanish-American countries with which we have important and rapidly growing commercial relations, ought to afford some facility to the rising generation to acquire the Spanish language, and recommends the organization of a single class for that study in the commercial department of the Boys' High School.

OHIO.—Accidents of a trivial character have often happened at school exhibitions; but very rarely one so serious as that which occurred at a place called Coal Run, in Ohio, some days ago. The young men of the public school at that place were preparing for an exhibition, and had under rehearsal an original drama for the occasion. To make the effect more impressive upon the rural audience, revolvers and bowie-knives were introduced. In one portion of the play a young man named Mason was to receive a dagger thrust from Stephen Rumble. A sack of red liquid was concealed under his clothes, and a wooden breast-plate was to protect him from the blow. But in the excitement of rehearsal the breast-plate changed position, and the dagger went to Mason's heart. He died instantly. Mason and Rumble were fast friends and members of the same church.

PENNSYLVANIA.—The State University offers to establish forty-eight scholarships in the Towne Scientific School, at the rate of ten scholarships a year, for a four-years' course. These scholarships are to be awarded to ten male pupils of the public schools who shall pass the best examination for admission to the Freshman Class of the Towne Scientific School in the month of June of each year. The Board of Education have accepted this offer, and are now considering the best method by which the candidates can be selected and sent to the University for examination. The directors of the Philadelphia School of Design for Women have also offered to admit ten female pupils of the public schools, annually, to that institution for a four-years' course in art training.——The Medical College, of Pennsylvania, graduated fifteen ladies, March 13th, with the degree of M. D.——Miss Mitchell, teacher of the First Grammar Grade, Washington School, Pittsburg, has established a system of discussion upon the news and topics of the day among her scholars. The pupils support a paper called the *Bulletin*, which is issued from a black-board, and which contains a synopsis of the city papers of that day, only more ably edited, they say.

RHODE ISLAND.—The Commissioner of Public Schools in Providence laments the fact that the spirit of obedience is dying out in this country. He says: "The spirit of self-assertion, of insubordination, of dislike to all restraint, of open antagonism to law, all this is far more prevalent to-day than ever before. It manifests itself in all quarters and in all classes, ages, and conditions of society. Partisan politicians refuse to accept the peaceful solution of our political troubles, church synods and congresses prove unavailing to reduce refractory members to order, children grow restive under the restraint of 'home rule' long before they are either physically or mentally competent to act for themselves. Of course this prevailing tendency cannot have passed by our schools and other institutions of learning. Indeed, it has found in them a most attractive field for development, and in too many cases the power of the school-room is seated on the wrong side of the room."

VIRGINIA.—Gen. S. C. Armstrong, of the Hampton Institute, near Fortress Monroe, says the "Hampton Singers" have disbanded, and are either back in the school or teaching at the South, and that the troupes traveling in the North under that name are frauds.——The remnant of the Pamunkey tribe of Indians have petitioned the Legislature of this state for a free school for which they shall not be taxed, as they are at present very poor.

Foreign.

BUENOS AYRES.—Six well prepared young ladies recently sailed from the United States for this country, where they have been engaged as teachers in the State Normal School. Their term of service is five years; salary $2,400 in gold for the term, with $500, gold, for expenses going, and $500, gold, at the end of the term, for a trip home, with six months' leave of absence.

CANADA.—Several changes have been made in the curriculum of the University of Toronto. One of the most striking departures from old-world traditions is the deposition of Latin verse from the position of honor it formerly held. This was begun four or five years ago, when an option was allowed to Honor men between Latin verse and Latin grammar; it is now proposed to complete it by not allowing Latin verse composition to count at all for Honors or Scholarships, by making Latin grammar a pass subject and Greek grammar an Honor one at matriculation, and by substituting a mixed Greek and Latin paper at all the subsequent examinations for Honors. A further inroad into the Department of Classics is made by the proposal to allow candidates to take degrees under certain circumstances without knowing anything about Greek. In Classics and Modern Languages the system of rotation of texts, long in use in the Department of English, is introduced, and the study of English texts is greatly extended and brought in at matriculation instead of the first year, as was formerly the case. Spanish is to be left out, and in some other respects the Modern Language course undergoes considerable improvement. The Natural Science course is made more extensive by having Chemistry, Natural History, and Mineralogy and Geology made continuous during the last three years.

FRANCE.—An American at Liepzig furnishes some fresh and doubtless accurate information concerning the higher education in this country. His letter appears in the Michigan University *Chronicle:* "Nearly every city in France, with more than 10,000 inhabitants, has a 'College' or 'Lycée.' These institutions of learning are on the plan of boarding-schools. All the 'Lycées' are government schools; the colleges belong to the cities where they are established. About one-fifth of the scholars in the above institutions are received free of any expense—(board, lodging, clothing, books, etc.) The remainder pay from $100 to $200 per annum and no extra charges. Scholars are received in the 'Lycées' or 'Colleges' at 7 years of age, and usually remain there until they are 19 or 20. No degree is conferred on leaving these institutions; but the scholars are prepared to pass their *final* examination for the degrees of 'Bachelier-es-lettres' (B. A.), or 'Bachelier-es-sciences' (B. S.). Of one hundred students *who have finished their course* in the above institutions, sixty usually pass their evamination successfully the first time they try, ten the second time, (three months later), five one year later; leaving twenty-five, who seldom ever get their degrees. In the Lycées and Colleges an examination is held every year, and no scholar is allowed to pass on to the next year's course who has failed in *one* of the studies of the preceding year. The studies pursued are about the same as in our universities, perhaps somewhat more of the classics, but less of the sciences. The scholars are not considered *students* unless they take up on leaving the Lycée what we might call post-graduate studies, in one of the universities or special government institutions of the country. There are but three universities in France which combine the four faculties—Law, Medicine, Letters, and Science. These are located at Paris, Lyons, and Nancy (formerly Strassburg). There are seventeen other universities throughout the country with two faculties only, Letters and Science; eleven with a law faculty only; five with a medical faculty only. All of the above universities are government institutions. The degrees conferred are: 1st, 'Licencié-es-lettres' or 'es-sciences'; 2d, 'Docteur-es-lettres,' 'es-sciences,' 'en Droit,' or en Medicine; 3d, 'Agrégé'—in one special branch. To become '*Licencié*' a course of five years is usually needed. To become '*Docteur*' usually from four to six years; to become '*Agrégé*' usually from seven to ten years. No one can take one of the above degrees who is not both B. A. and B.S. There are, since 1873, about fifteen other *private universities* in France, with one or more faculties. To the above can be added no less than 200 Catholic institutions, preparing for the first degree (B.A. and B.S.), and for the priesthood. The government possesses also twelve special schools of Letters, Arts, and Science. The admission to these institutions requires at least two to three years study after leaving the Lycée. They are also on the plan of boarding-schools. The average age of admission is 21. The courses extend over three, four, and five years. Special courses are pursued in these institutions, fitting the student for teaching, the army, navy, engineering, architecture, etc., etc. In the universities, properly called, the students are free, and pass their examinations, when they see fit. These examinations are four in number—three during the course pursued, and one final examination, covering the whole ground. A graduate of any of the government schools is called a graduate of the University of France."

STATE DEPARTMENTS.

Wisconsin.

Editor, J. Q. EMERY, Fort Atkinson.

THE Fourth State Normal School was opened at River Falls, in September, 1876, with W. D. Parker, President. The school has steadily gained in the confidence of the people, as its pupils have gone out term by term to teach. The number in attendance the present term is the largest since the school was organized. Such a growth is indicative of health.——*The Elements of English Analysis*, illustrated by a new system of diagrams, is the title of a new book by Stephen H. Carpenter, LL. D., Professor of English in the University of Wisconsin. It is sold by W. J. Park & Co., Madison, Wis. Price, 25 cents. The preface says: "This book has grown out of the author's experience in the class-room. Students are generally deficient in analylsis, and to give instruction on this subject, the system of diagrams here presented has been devised. Most systems of diagrams err in one or other of two extremes—they are so meagre as to be of little service, or they are so full as to confuse the student, besides becoming purely mechanical. It is believed that the system here presented avoids both extremes. It does not aim at etymological analysis; it presupposes a knowledge of English grammar."

In seventeen brief chapters the following subjects are treated successively. The sentence, sentences classified according to use, sentences classified ac-

Notes.

GENERAL.—Boston is not able to reduce teachers' salaries. That power rests with the Board of Education, and they refuse to do it, as they have recently increased their work.——The ground was broken for Livingstone Hall, of Fisk University, March 28th. It is to cost $50,000. $12,000 cash from England has been already contributed.——The church in Andover Seminary has had another struggle over the Beecher controversy.——The school commissioner from Harden County, Ky., reports "twenty-five or thirty school houses not as good as average horse stables." He gives it as his opinion that the people there, as a whole, make "greater efforts to raise pigs than to educate their children," that it costs more to maintain the dogs of the county than is paid for the support of the common schools.——The way Chinamen are treated in California is simply disgraceful, and we call this a Christian nation! It is little wonder that the "heathen" are not easily led to embrace the "true religion" when such barbarities are practised.——The law and medical classes have taken their degrees from Michigan University. ——A. S. Barnes & Co., the publishers, moved during the past week into their new and commodious quarters at the corner of Madison street and Wabash avenue—34 and 36 Madison street being their new numbers, we believe. This move means not only better accommodations for themselves, but a pleasant reading and waiting room for their educational friends who may be in the city, and who may always safely count on being received at the "new place" with characteristic cordiality.——"Died at San Diego, California, March 26th, 1877, Miss Alta M. Hulett, lawyer, of Chicago, aged 23 years." In this formal and laconic phraseology the daily papers have announced the death of this remarkable young woman. And truly, the brief summary is suggestive enough! Her sex, her age, and her occupation tell the story of her labors, her talents, and her success. There are few of our readers who have not heard of Miss Hulett, the celebrated lady lawyer of Chicago. There will be still fewer not surprised at learning the early age at which she achieved fame. Admitted to the bar at the very unusual age of nineteen, in the three short years of her practice she attracted great attention, and demonstrated her ability and fitness for the profession. After a term of service which usually suffices to reveal to members of the legal profession only the preliminary aspects of "the starvation period," she won unequivocal success. Such is the testimony of able members of her profession who met after her death to honor her memory. A series of resolutions eulogizing Miss Hulett and creditable to the legal profession, was adopted at a meeting of the Bar of Chicago, held at the rooms of the Chicago Law Association, on Saturday, March 31st. Mr. J. A. Sleeper was appointed to present these resolutions to the Circuit Court, Miss Fredrika M. Perry, a lady lawyer, to the Superior Court, Mr. Robert Hervey to the Federal Courts, the Hon. Ex-Judge Bradwell to the County Court, and the Hon. Ex-Judge Van Buren to the Supreme Court of the state.——When will wonders cease? Paper car wheels are being manufactured at Sheffield, England. Next we shall hear of paper pianos and sewing machines.——Surely it is not uninteresting to teachers that have felt the uncomfortable rule of Biddy or Gretchen that in England the subject of "lady help" has not only been talked about, but actually tried, and an English correspondent in Harper's *Bazar* writes that "notwithstanding the ridicule originally showered upon it, it seems to be growing in favor. The demand exceeds the supply, though the latter is very considerable." If this effort succeeds in England, why may we not look for better times in America? Who will be first in the good work? What mother will not hail with joy the advent of ladies to take care of her children? Americans are fond of *new* things. And that reminds us of Miss Coe's *new* addition to the invention of Frœbel, "so as to satisfy the American taste." The *New Education* very strongly criticises her efforts.——The Michigan University Association of Chicago has decided to hold a Banquet at the Palmer House, April 10th. President Angell has accepted an invitation and will be present. A general invitation is extended to ex-members of the University.——The second annual Normal Institute of Drawing will be held at Sandusky, Ohio, beginning the 9th day of July, 1877, and continuing four weeks, under the direction of Prof. L. S. Thompson, superintendent of drawing in the Sandusky public schools.——The work of the state legislatures the past winter, looking to a state supply of text books, has disrupted the Publishers' Board of Trade, and now each "house" will "consult its own sweet will" in making terms to dealers and committees. ——Dr. H. S. Cheever, of Ann Arbor, Michigan, formerly professor in the State University, died in that city last Saturday, of consumption.——The students of Glasgow University have expressed a desire for Gladstone's election to the Rectorship.——The legislative investigating committee which has had the Michigan University Laboratory defalcation under consideration for several weeks, recently made a report, which found Doulgass all guilty and Rose quite innocent. Thereupon the Regents of the University dismissed Douglass from the position which he held in the University, and compelled both Douglass and Rose to answer to the charges in a court of chancery. R. A. Beal, publisher of the Ann Arbor *Courier*, who has been the valiant defender of Rose, had been once fined for contempt of court, on complaint of Douglass, and now complaint was entered again, and the son of Douglass also threatened to shoot Beal, whereupon Beal caused his arrest. The result of the trial we have not yet learned.——The Legislature of Connecticut has now appointed a special commission to investigate the condition of the life insurance companies of that state.——Messrs. Claxton, Remsen & Haffelfinger, Philadelphia, have published a very pretty little French translation of *Rip Van Winkle*. The translation was made by Major L. Du Bos, of the Charleston (S. C.) High School, and is consequently well adapted to school use.——The trustees of the State University, at Campaign, voted at their late meeting to authorize the Faculty to select in each county one or more public high schools of good reputation and of sufficiently high grade, whose students shall be admitted to the University on examinations conducted by the principals. This movement follows the direction already taken by the universities of Wisconsin and Michigan. It is designed to save students the expense of a journey to the University to get examined, and also more fully to recognize the work done by the high schools. The Faculty have been obliged annually to reject many students who have come unprepared.

President E. E. White, of Purdue University, Ind., in consequence of the recent legislation reducing his salary from $3,500 to $2,500, has tendered his resignation. The Lafayette *Courier* says that it can name twenty persons in that city who will make up the balance of his salary, rather than permit him to leave for such a reason.

LITERARY.—The *Galaxy* for April contains two articles of interest and some value to students of dramatic literature, the first a very readable article by Henry James, Jr., on the French drama and the most noted actors of Paris, and the second a *résumé* of the rules and customs observed by experienced playwrights in the construction of their plays, written by Mr. Frederick Whittaker. "English Traits" are pictured by Richard Grant White. Dr. Titus Munson Coan contributes an article which discovers a curious tendency on the part of many great scholars to migrate from their native country in order to study and labor in another. A very *valuable* article just now is that by Mr. J. L. M. Curry, on "The South, Her Condition and Needs." It is written by a Southerner, but one who is sincere and earnest in what he writes.—— *Littell's Living Age* for March 17th contains a valuable article from the *Quarterly Review* on the "Geographical and Scientific Results of the Arctic Expedition."——In the current number of the *International Review* is an article which has excited much interest among political economists and others who are accustomed to read the leading articles in periodical literature. It is called a "Review of the Administration of President Grant," and though written before the close of Grant's administration, is so perfectly in harmony with the views and policy of the new administration that it has even been said to have influenced Mr. Hayes somewhat in the selection of his cabinet and the adoption of his views on Southern questions. The author's name is not given, and the writing of it has been attributed to Charles Francis Adams, Jr., Parke Godwin, and Horace White.——The catalogue of Beloit College for 1876–7 shows an attendence of 176 students, including those of the Preparatory School. The college classes are small, but it is generally conceded that the instruction given is first class. It could scarcely be otherwise with such instructors as President A. L. Chapin, Prof. Joseph Emerson, Rev. Wm. Porter, Dr. J. J. Blaisdell, and Prof. T. C. Chamberlin, as members of the Faculty. The spring term will commence April 11th.——One of the most perfect school reports for 1876 is that issued by the Board of Education of Columbus, Ohio, R. W. Stevenson, Superintendent. Mr. Stevenson recommends the organization of a grade of schools for a course of two years, which should embody the chief features of the kindergarten. We shall give this report a more extended notice hereafter.

Johnson's New Universal Cyclopedia: A scientific and popular treasury of useful knowledge, Volume II. (New York: A. J. Johnson & Son, 1876.) —The more this great work is studied the more highly it will be prized by that large class of students, intellectual workers, and men of business, who desire to get directly at the *substance of things*. What strikes the critical ex-

aminer most forcibly in the perusal of its pages is the conciseness, and yet comprehensiveness of the articles. There is no unnecessary verbiage. To use the expressive language of the publishers, everything is "*boiled down*" to the lowest practicable point of concentration. We have found in the work some of the best models of a clear, terse style ever seen in volumes of this character. Volume II. begins with the letter F, and closes with the topic, LICHENS. This topic, we may say in passing, is admirably illustrated, and conveys more information concerning these peculiar plants than we have ever seen in the same space. We may also remark here that the work throughout is judiciously and liberally supplied with such drawings as seem to be necessary to the clear elucidation of topics admitting of pictorial illustration. The maps are superb, being very full and accurate, and engraved on copper plate. The subject of Histology occupies over eighteen pages, and is illustrated by some thirty drawings descriptive of all the more important tissues in the human organism. The articles on Geography by Prof. Guyot, Geology by Prof. Dawson, and Chemical Geology by Prof. T. Sterry Hunt, are most thorough and satisfactory to those who want to obtain the *gist of these sciences in few words*. There are some fifteen fine illustrations in the article on Geology.

But where there are so many excellences it is not possible to descend to particulars. We have heretofore alluded to the fact of the prominence given in this Cyclopedia to American over foreign biography, and to the thorough treatment of subjects distinctively American. This feature alone will give it especial value to Americans who realize that a knowledge of their own country, its history, resources, commercial and manufacturing interests, etc., should take precedence over foreign topics of a similar character. In our notice of the first volume, by a change of one letter, we were made to say, *no* great prominence has been given, when we did say *so* great, etc., to this class of subjects; *i. e.* American. On the whole, it may be safely claimed that volume second fully sustains the promise of the publishers, as well as the high expectations raised by the first of the series. Agent for Chicago, Prof. C. G. G. Paine, box 235.

A Practical Dictionary of the French and English Languages. By Léon Contanseau. (Philadelphia: J. B. Lippincott & Co. Crown 8vo. 1877).—The "Pocket Dictionary" by the same author was noticed in these columns a few weeks ago. These two volumes are new editions of Prof. Contanseau's dictionaries, and have been prepared with special reference to use in schools. They are based upon such authorities as the French dictionaries of the Academy, Boiste, Bescherelle, etc., and the English dictionaries of Johnson, Webster, Richardson, etc. An important feature of Contanseau's dictionaries is his method of distinguishing between the different senses in which the same word may be used. A pupil in translating from English into French, as into any other foreign language, is often unable to choose, among the different words given in his dictionary, the one which should be used to express the meaning which he has in mind. This difficulty is greatly relieved by Prof. Contanseau, as each meaning not synonymous with the one preceding, is distinguished by a numeral, and usually also by brief directions which mark distinctly the various meanings of the English word required for translation into French. It may be a question whether such aid is really a benefit to the student, but it cannot be doubted that it materially assists him in making his translation with rapidity. Another noticeable feature is the numerous idioms and illustrative phrases which have been introduced as an aid to the student. Of course these include only those which are most frequently met with in good English.

Correspondence.

"GENDER—WHAT IS IT? HE, SHE, IT, HIS."

TO THE EDITOR OF THE WEEKLY:

YOUR correspondent in Indiana who propounds the above conundrum, and tries to answer it, appears to have left the matter worse than *he, she, it* found it. Worcester defines gender as "distinction made in words, *usually by some change of form*, to note a difference of sex." "M. M. C." says there are but two sexes, but there *must be three* genders, and there *may be five*. Let the *five forms* be shown, and this will be assented to. The English language conforms to nature in its etymology for both gender and number, and it is a fiction to say that a word has the property of gender unless the *form of the word* impresses upon the mind the idea of sex, or of number unless it has the singular or plural spelling (form).

"M. M. C." again says: "*He* is distinctively and always masculine,"—but not being a *noun* it cannot have gender, nor does it always represent a masculine noun. "He that believeth and is baptized shall be saved. He that believeth not shall be damned." If *he* is masculine "always," then the female portion of the human family need give itself no uneasiness about the future, since all women will be saved or all damned; so of *his* and *him*, they have no gender. "Let *him* that standeth take heed lest *he* fall." Does woman never fall, or does she never stand?

The reason why our grammarians have not seen this "sexification" is this: It is not visible outside of Indiana, and personification is in the same predicament, it belonging to but half a dozen words only; and the "epicene" gender added to the list would be a step in the wrong direction, the idea being as useless as it is fanciful.

"Gender is that property in a noun which requires *he, she*, or *it* as a representative pronoun—nothing more" may do for Indiana, but for this locality we beg to offer the following as a substitute: Gender belongs to those nouns (and to those only) that convey to the mind the idea of a male or a female object, named. Where this idea exists not, gender exists not, and is not to be mentioned. When we take the English language as it is, without trying to put it into some foreign harness, we shall have less trouble with our syntax. Now, it is not possible for me to guess from "M. M. Campbell" alone whether I should write *he, she*, or "epicene."

Another correspondent in No. 10 of the WEEKLY says: "Number has an etymological and a syntactical meaning," the former referring to the *form* of the word, the latter to the *conception* of it. That the *position* of a word in a sentence should affect its *properties* is incomprehensible, although it is easy to understand how its *form* does so.

Our grammars are cursed with too many of these hairsplitting notions, and we have no need of this.

A. W. CUMINS.

WOODSTOCK, March 29, 1877.

ALGEBRAIC *vs.* ARITHMETICAL SOLUTIONS.

TO THE EDITOR OF THE WEEKLY:

IN the WEEKLY of March 8th, Prof. Rockwood gives "the regular algebraic solution" of the problem, "What is one of the n equal yearly payments that will pay a principal of P dollars on which interest is allowed at the rate of r per cent. a year?"

Is the following any less a "regular algebraic solution?"

(1.) The sum by which any payment after the first lessens the principal is the amount for one year of the sum by which the next preceding payment lessened it.

(2.) The last payment is the amount for one year of the sum by which it lessens the principal.

Let x= one of the payments. Then

$$(3.)\quad \frac{x}{1+r}+\frac{x}{(1+r)^2}\cdots+\frac{x}{(1+r)^n}=P.$$

$$(4.)\quad \frac{x(1-(1+r)^n)}{-r(1+r)^n}=P.$$

$$(5.)\quad x=\frac{-Pr(1+r)^n}{1-(1+r)^n}=\frac{Pr(1+r)^n}{(1+r)^n-1}$$

T. R. ATHLY.

LANSING, Mich., March 13, 1877.

ANSWER.

The solution is undoubtedly algebraic, and is a modification of the arithmetical solution already given, or at least it can be easily derived from that.

The antecedent propositions would be more comprehensive and satisfactory if they stated by what sum the *first* payment lessened the principal.

As the equation stands, the series is in an inverted order for the *first* payment lessens the principal by $\frac{x}{(1+r)^n}$ according to the propositions.

From this we may write $P-\left\{P(1+r)-x\right\}=\frac{x}{(1+r)^n}$, and $P-(P+Pr-x)=\frac{x}{(1+r)^n}$, and $x-Pr=\frac{x}{(1+r)^n}$, and $x\left\{(1+r)^n-1\right\}=Pr(1+r)^n$ and $x=\frac{Pr(+r)^n}{(1+r)^n-1}$, which is another algebraic solution. The word "regular" was used because the solution referred to was less recondite, and was the one adopted by Prof. Olney.

S. S. ROCKWOOD.

NATIONAL EDUCATIONAL ASSOCIATION.—1877.

TO THE EDITOR OF THE WEEKLY:

THE next annual meeting of this body and its associated departments will be held at Louisville, Ky., on Tuesday, August 14th, and the two following days. A hearty invitation has been received, and a cordial welcome may be anticipated.

The programme of exercises will be announced in May, and the hotel and railroad arrangements at as early a date as possible.

M. A. NEWELL,

BALTIMORE, March 27, 1877. President Nat. Educational Association.

If elderly persons wish to play the pedagogue properly, they should neither prohibit nor render disagreeable to a young man anything which gives pleasure, of whatever kind it may be, unless, at the same time, they have something else to put in its place, or can contrive a substitute.—*Gœthe.*

cording to structure, phrases, subject and predicate, the anticipative subject, modifications of the subject, predicate complements, the adverbial complement, the dative complement, the adjective complement, verbs compounded with prepositions, the infinitive and the gerundive, the substantive sentence, the attributive sentence, condensed constructions, miscellaneous constructions.

We like the book for what we conceive to be its general accuracy, its brevity, comprehensiveness, and simplicity.

The institute at Sun Prairie, Dane County, conducted by Prof. McGregor, was attended by about one hundred teachers. The one at Fond du Lac, conducted by Prof. Graham, was unusually large, having over three hundred members. Fond du Lac seems to be the banner county for large institutes. The institute for the east district of Rock County, held at Milton, and conducted by Prof. Salisbury, had about ninety members.——The aldermen of Janesville recently visited the schools of that city, and made a very complimentary report in the city papers, speaking in high terms of Supt. Burton's work. A recent visit to these schools convinces us that they rank, as they have for years, among the best.——Prof. Earthman has recently published several interesting articles on educational subjects, in the River Falls papers. Why do not our teachers make more use of the press?

The Sparta High School course of lectures is said to be deservedly popular.——Upwards of two hundred stuffed birds of different varieties, prepared by Prof. Kumelin, have lately been added to the cabinet of the State Normal School at Platteville.——Supt. Bright, of Waupaca Co., counsels the school officers of that county as follows: "The importance of hiring only those teachers known to be successful and thorough workers in the school-room cannot be too strongly urged upon you. The summer schools need as good teachers as the winter, and the small schools as the large. The great need is more good teachers. The only way to get them is by a hearty coöperation of school boards and the county superintendent—the refusal of the former to engage a poor teacher at any price, and of the latter to license a known poor teacher at all. Just so long as the poorest and the best are regarded as competitors for positions, will the grade of teachers in the county continue to deteriorate. Before engaging any teacher, require satisfactory recommendations from persons in whose judgment you have confidence. Ascertain about the teacher's success in his last school. Be very careful in hiring an unrecommended stranger or a person who has had no experience. This caution may profitably be carried into the engagement of even one who comes highly recommended. An intelligent school board ought to be able to tell by the looks of a teacher whether there is any 'business' in him. Remember that a good school cannot be had with a poor teacher, and that a teacher incompetent for any reason, whether lack of education, order, thoroughness, or by reason of carelessness, shiftlessness, dullness, or any of the many other faults, is a dear investment at any price. It will be my earnest endeavor to weed out the incompetent and unworthy from among the teacher force of the county."

Kentucky.

Editor, J. B. Reynolds, Louisville.

A FEW PRACTICAL THOUGHTS FOR TEACHERS.*

IT is now generally admitted that the chief end of education is to develop thought. Such education depends upon the selection and proper presentation of suitable subjects. It implies an awakening in the mind of clear ideas of the subject rather than memorizing words. Language is not necessarily the evidence of thought in the mind of the pupil using it. Yet often the young teacher concludes that he is successful because his pupils recite well.

The child expects the teacher to require the words of the book, and his parents are delighted when he can commit rapidly. Some books contain errors; they must be transferred to the mind of the pupil. This is not what we should hold to be orthodox teaching. It is a common thing to hear pupils recite who do not know what they are saying—and too frequently the teacher is satisfied. In a certain school a pupil was asked, "What is abstraction?" and answered, "It is the separation of facts from the relations in which they were originally presented to us, and the contemplation of some of them apart from the rest; considering, for example, certain properties of bodies apart from their other properties. Among a variety of objects we thus fix upon qualities which are common to a certain number of them, and so arrange them into genera and species." A test question revealed the fact that the pupil had no knowledge of the subject. When told that "it is the power of considering any part or property of an object by itself," with an apparent sense of relief she exclaimed, "Is that all? Why, how easy!" Another pupil, proud of his mathematical attainments, was asked to find the cost of ten pounds of beef at 7½ cents per pound, provided that five pounds were fat. After puzzling over it for some time, he at length "slipped up on the fat," declaring "if he knew what rule the fat came under he could work the sum." This practice of memoriter study is the glaring defect in our schools. Should it not oftener be the object of the teacher to impart real instruction, rather than to secure a formal recitation? Undoubtedly the memory has its appropriate place in a plan of education, in committing to memory texts of Scripture, tables, and definitions in arithmetic, forms and varieties of language; but the principles of the subject must be brought to the comprehension of the understanding.

*Address of Prof. G. A. Chase, Louisville, Ky., at January meeting of Teachers' Association.

Very much depends upon our fitness and methods when before our classes; hence, as teachers we ought to pause and consider what are some of the qualifications our state has a right to expect of us as a preparation for the great work required to be done for her children. Among them are: copious knowledge in the minds of her teachers, and a theoretical and practical acquaintance with the physical, mental, and moral natures of the pupils committed to our care.

The days have gone by when a teacher can give instruction satisfactory to his pupils or meet the public requirement by studying ahead of his classes. The teacher should be above the standard to which he wishes to elevate his class. Who is the best guide to the traveler through, to him, an unknown country? Not the one who may have once hurried over the main road; but he who, besides this experience, has wandered over its plains, threaded its forests, climbed its hills, and from their summits has surveyed all the country through which the road passes. With such a guide, every step will be sure and safe progress. A teacher with varied knowledge has means for ample illustration. Thus it happens that whatever subject an enthusiastic man presents, when his mind is full of it, profoundly impresses the hearer though its possessor be unconscious of its power. What Kentucky seems to need now is, first, the educated, thoroughly equipped teacher, and, secondly, just such earnest teaching as he can do. There is no want of funds here, to projects that promise to pay well, and just in proportion as there is reasonable confidence that an equivalent will be received, will educational facilities be provided. Why do we find in almost every thriving country town one or more private seminaries in costly buildings erected by the liberality of the citizens, while in the same place a tax of two or three thousand dollars for building a public school-house would be defeated? It is because the public school is too often, in an unworthy sense, the common school; the teacher being unworthy. The power to revolutionize, educationally, the public sentiment of the state is in the hands of the teachers. Not that we are called upon to propose any new legislative enactment, but that it is the duty of the teachers in the public schools of Kentucky to so regard the dignity of their work, that they will with earnest, even prayerful solicitude, seek and secure all those requisites in their profession calculated to aid in the exhibition of better results in public school education, and beget confidence in the minds of the intelligent masses of the people.

But, alas, the ratio of the "*live*" to the "dead" teachers in Kentucky is much too small. But little of the latter class is known, because they are so lifeless that we seldom meet them in our city, county, or district associations. Nothing would please them better than to know that all are disposed to be as lifeless as themselves. But while moved by sentiments of contempt or pity for this class of teacher, let us not indulge too high a sense of our own preparation for our work because we are animated by a degree of zeal; for "all zeal is not according to knowledge." There are many teaching and doing valuable work who are but little acquainted with the properties of mind, and the structure and needs of the human body; but we hold it to be true that those who would attain the highest point of excellence in their profession will make such knowledge their guide in their work as well as the basis of their success. The painter and the sculptor find it necessary patiently to pursue the study of these sciences in order to delineate the human form on canvass or carve it out of the block of marble. Surely, the educator should give faithful study to such subjects. What would be thought of the farmer who should attempt to cultivate his farm without knowing what the various kinds of soil are best calculated to produce, or what special dressing is best suited to each? Equally ridiculous is the teacher who desires a harvest of the best mental and moral products, while ignorant and unskillful in adapting the means to the end. The teacher who sits quietly down to wait for circumstances, and neglects self-culture, will fall a victim to his indolence, but "he who conquers indolence," says Zimmerman, "conquers all the rest." Fellow teachers, let us bestir ourselves to meet our great responsibilities, and gather encouragement from every source. Let us be encouraged by our own past labors, by the consideration that our advice, instruction, and example may have been the means of helping others when assistance was most needed; by the respect and confidence of the best men and women of our age who continually sympathize with us in our work, and lastly, by the many bright examples of teachers of both sexes, whose names and labors constitute a rich legacy to our profession.

Indiana.

Editor, J. B. Roberts, Indianapolis.

SCHOOL LEGISLATION.—The General Assembly of Indiana, during its late session, passed nineteen bills relating directly to educational matters. Most of these bills are of interest only to school officers, as they concern merely business details in the management of school lands, funds, or elections. The following have a somewhat wider scope:

1. No text book hereafter adopted shall be changed within six years from the time of its adoption except by a unanimous vote of the School Board, and no book heretofore adopted, within three years from the time of its adoption.

2. Trustees of school corporations may organize separate schools for colored children; but in case no such school is organized, the colored children shall be allowed to attend the public schools with the white children.

3. Cities having over 16,000 voting population shall levy a tax for school purposes not to exceed 20 cents on the $100. A tax for library purposes, as already provided by law, may be levied in excess of this.

(This bill applies only to the city of Indianapolis, and will reduce the

school revenue for the coming year not less than $36,000. How to meet this great reduction is a question that profoundly agitates the school authorities of the city of concentric circles.)

4. Senate bill 296 instructs school trustees how to proceed when somebody gives or bequeaths $5,000 for the purpose of erecting a public school building in a township.

5. The county commissioners of each county may appoint two students to Purdue University, who are to be supported during their stay in the institution.

6. The specific appropriation bill appropriates to the State Normal School $900 for furniture for the assembly room, $600 for walks, and $1000 for fence and repairs to library; to Purdue University $5,000 for indebtedness contracted in 1876.

7. Township trustees are made ineligible for reëlection after having served two terms. (*Pourquoi ?*)

8. The dog tax is appropriated to the tuition fund of the various townships.

9. The general appropriation bill makes appropriations for one year and seven months, at the following rate per annum: salary of State Superintendent, $2,500; salaries of clerks, $1,800; rent and janitor, $1,000; traveling expenses, $1,000; total, $6,300. For State Board of Education, $1,500. For educational institutions in addition to revenues from endowments: State University, $23,000; State Normal School, $3,000; Purdue University, $1,500 for allowance to trustees and secretary; $2,500 for apparatus, machinery, cabinets and fixtures; $1,000 for books and periodicals, and $1,500 for stock, experiments in agriculture, and improvement of grounds. The trustees are required to adopt the same scale of salaries as that in force in the State University.

10. All public buildings, such as theaters, churches, etc., including school buildings, shall have the doors for egress hung so as to swing outward. Persons having charge of such buildings are required to comply with the provisions of this act within sixty days on a maximum penalty of $1,000 fine and six months' imprisonment.

(It will cost the school board of Indianapolis $250 to comply with this law.)

Iowa.

Editor, J. M. DeARMOND, Davenport.

IN the death of Samuel Luke Howe, February 15th, the teachers of Iowa, and of the whole country, lost one of their oldest and sincerest friends.

Prof. S. L. Howe was born in Vermont, in the year 1808; but removed with his parents to Granville, Ohio, in 1818. In educating himself his needs were so great and his will so indomitable that the story is that of many of our most useful public men. While in school at Athens, Ohio, where he graduated, he earned money by cutting wood for other students and doing odd bits of work about the college.

In 1829 he was married to Charlotte Wilson, who survives him. In 1841 he came to Iowa, then a territory, and nearly all his life after that was spent in teaching in Mt. Pleasant, Iowa. He first taught in an upper room in the old log jail; then in a church building, and lastly a brick edifice, which he built and afterwards enlarged several times. In this he lived and kept his "High School and Female Seminary," and here he died.

Mr. Howe was a diligent seeker after truth in all things, and in all his teachings he followed only plans matured by him, and proved successful. He was, doubtless, one of the ablest *drill-masters* in the country, his language teaching, in which he earned most of his reputation, being largely by concert inflections and parsing. He was the author of "Howe's Philotarian Grammar," which has been a power for good in many places—this (Henry) county in particular.

His great earnestnesss, his aggressive spirit, his enthusiasm, and his love for earnest, diligent students, were so sincere and strong that they stamped themselves indelibly on a large part of his pupils; and it may well be doubted that any other ever produced so much useful intellectual frust. Senator Sherman, Gen. Sherman, and Senator Alvin Saunders were his pupils. Five of his sons now teach. His constant labors to advance the educational standard and interests of teachers, his generous aid in all possible ways, and his lofty views of the duties and dignity of the profession, are worthy of imitation by us all.

—Hon. J. G. Newbold, who became Governor of Iowa upon the resignation of Gov. Kirkwood, Feb. 1st, taught school in Henry county in 1857.——Mr. J. B. Jennings, of Liscomb, edits a wide-awake educational column of the Marshall *Republican*.——There were 163 pupils in the Reform School at Eldora, on the 1st of January, 1877.——Miss Lizzie Hull is Secretary of the Board of Education of Boone.——For the year ending Feb. 1st, the public schools of Keokuk cost $44,000; Council Bluffs, $30,400; and Davenport, $69,717.——During the last twenty-five years Denmark Academy—one of the best conducted educational institutions of the state—has had about 3,000 students. There are 140 students in attendance at present.

—The following proceedings entitle the Iowa Agricultural College to a high rank among the many worthy institutions of our country: Last November, Prof. Beal, of the Department of Civil Engineering, was married. In December Prof. Pope, the chemist, went back to old Massachusetts for a wife. On the 22d of February Prof. Stanton, who so ably fills the Chair of Mathematics, was married at Mt. Pleasant, and on the same day Prof. Macomber, the Physicist, was married at Vinton. Two of the ladies, thus happily mated, are members of the faculty of the college. Six gone—marched into line in less than six months! Next!

Michigan.

Editor, LEWIS McLOUTH, Ypsilanti.

THE spring term of the Normal School opened on the 13th ult., with a large attendance. Supt. Tarbell has appointed Supt. Austin George, of Kalamazoo, Hon. Samuel Johnson, of Dowagiac, Cass County, and Hon. Thomas B. Woodworth, of Caseville, Huron County,, visitors to the Normal School for 1877. The two last named gentlemen are members of the Legislature. lower house. Mr. Johnson has been county superintendent for Cass County, and both are gentlemen well fitted by tastes and experience to perform the duties of state visitors to the Normal School.—Miss Ella Longhead, last year preceptress in the Wayne High School, is now teaching in the Baptist Seminary at Flint.——Prof. Olcott, for many years principal of the schools at Marquette, has resigned, and taken charge of the public schools at Ishpeming. Prof Shepherd, lately of the Holly public school, we hear, has taken Mr. Olcott's old place.——The "number belonging" in the public schools of Flint on Jan. 26th was 1,392, which is 56 more than at the same time last year. There was 133 pupils in the High School. Per cent. of attendance, 92.77.——The public school at Petersburg closed on the 9th, after a successful term of work, and Mr. Travis has resigned the principalship for the purpose of continuing his studies at the Normal.——The Deerfield school closed on the 17th, and on the 20th gave an exhibition for the benefit of the the organ fund. Principal T. E. Shepherd is highly complimented for the manner in which he has conducted the school.——Flat Rock public school, Mr. Edward Kuler, principal, closed a successful winter's term on the 30th nlt. with an exhibition.——The Lambortville school closed for the winter March 23d.——The Algonac school, Mr. Robt. J. Barr, closed for the winter term on the 16th. Enrollment, 240.——Dr. C. W. Sollett dropped dead in the schoolroom where he was teaching, one mile east of Coldwater, on Feb. 28th.——Prof. M. W. Chase, teacher of music in Hillsdale College, was married on the 3d ult. to Mrs. Ellen Hill, of Hudson. On the same day, Prof. John H. Butter, teacher of Latin in the same institution, was married to Miss A. E. Bentley, a member of the junior class.——Principal Miller, of Grass Lake, gave a school exhibition at the close of his winter term for the benefit of an organ fund, and cleared about $70.——Mr. Atwood has resigned the principalship of the school at Hesperia, and taken charge of the Union Schol at Galien, where a nice new building has just been completed.——Prof. Burked, who is in ill health, at Dansville, New York, has been erroneously reported as insane. This is not the fact, and we regret the publication of such a painful statement. A card just received from Prof. Burked informs us that his health is improving quite rapidly. He has been suffering from over-work in his schoolroom, but his mind is as clear as ever; and we trust that he will soon be able to resume his duties as teacher.

Nebraska.

Editor, C. B. PALMER, Beatrice.

THE practice of requiring children to "toe the mark" is not without its objections of a serious character. In the natural position the feet form an angle of about thirty degrees, but in placing the toes up to a certain mark children are very apt to turn the toes straight forward so as to make the feet nearly or quite parallel. This twists the legs into an unnatural position, bends the knees forward, and induces a stooping position of the body. We have known children who became so accustomed to this position as to retain it when out of school,—which suggests the inquiry whether children may not in this way become permanently deformed, resulting, if in nothing worse, in a stooping of the shoulders, and an awkward gait. A better method of alignment would be by *heeling* the mark, or better still, by standing erect and aligning the body by glancing to the right along the line, as soldiers do.——To those who discourse upon the physical prowess and freedom from disease of the "noble red man," we commend the statement of old frontiersmen that scarcely a well Indian exists. It could hardly be otherwise. Exposure, neglect, and abuse are not conducive to the health of the Caucassian, and if they were to that of the Indian he would differ enough from the white man to constitute a different species, if not a new genus or order. Indians are stoical, but they suffer and die all the same.

Supt. Nesbitt, of Nuckolls County, sends us the following items, which have twice been omitted from this column by mistake: "As a matter of news I have to record a sad accident to the school interests of this place. On the morning of February 1st, about daylight, flames were discovered issuing from the school house. The alarm was given just in time to save the most of the furniture, stove, windows, etc. There being no water within twenty rods, everyone being taken by surprise, and none of the ordinary means at hand for arresting fires, the beautiful little house was burned down, almost without an effort to save it. The loss to the district is $1,250, but dollars will not cover the loss. The district is now bonded beyond the constitutional limits, and it is difficult to see the way clearly for securing a new house. It is supposed the fire originated from some ashes in a box sitting in the ante room.——We have twenty-four schools in session in the county at present, and only two teachers holding third grade certificates. As our districts can pay money for teaching, we command some of the best teachers for ungraded schools."